Suggested Lesson plan
[English] Prep Stage

Title	Meet Gen Alpha	Day	Date	Class	Period
Unit	Unit 1 – Gen Alpha				
Lesson	Lesson 1 – Meet Gen Alpha				
Page(s)	14–15				

1. Learning Objectives: By the end of this lesson, students will be able to:

- identify who Gen Alpha are. .....
- understand the main idea of the reading text. .....
- use the new vocabulary correctly in context. .....
- use the Present Continuous tense in simple situations. .....
- answer questions about Gen Alpha and technology. .....

2. Teaching Strategies:

Discussion	Think – Pair – Share	Cooperative Learning	Brainstorming

3. Resources and material needed:

Student's Book	Teacher's Guide	Whiteboard
Flash Cards	Pictures	Multimedia (if available)

4. Steps to follow

<table>
<tr><td>A) Warm up and revision</td><td colspan="2">• Greet the students.
• Revise the Present Continuous through simple questions.
• Ask:
– What do you use your phone for?
– How much time do you spend online every day?
• Introduce the topic Gen Alpha.</td></tr>
<tr><td>B) Presentation</td><td><u>1. New vocabulary</u>
• generation
• digital natives
• trends
• emojis
• screen time
• balance
Examples
– Gen Alpha are digital natives.
– I use emojis in my messages.
– We should balance screen time with other activities.</td><td><u>2. New structure</u>
Present Continuous
Examples:
– They are using social media.
– She is exploring new trends.
– We are learning English now.</td></tr>
<tr><td>C) Practice</td><td><u>1. Controlled practice</u>
• Read the passage.
• Match the vocabulary with their meanings.
• Answer the reading comprehension questions.
• Practice pronunciation of the new words.</td><td><u>2. Free practice</u>
Students work in pairs and discuss:
• What do you know about Gen Alpha?
• How often do you use technology?
• Is technology useful? Why?</td></tr>
<tr><td>D) Feedback and Consolidation</td><td colspan="2">Ask students:
• Who are Gen Alpha?
• Why are they called digital natives?
• Give two new vocabulary words and use them in sentences.
• What should we do to balance screen time?</td></tr>
<tr><td>E) Home Assignment</td><td colspan="2">• Learn the new vocabulary.
• Read the lesson again.
• Write five sentences about your use of technology using the Present Continuous.</td></tr>
</table>

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Suggested Lesson plan
[English] Prep Stage

Title	Gen Alpha's Digital Life	Day	Date	Class	Period
Unit	Unit 1 – Gen Alpha				
Lesson	Lesson 2 – Gen Alpha's Digital Life				
Page(s)	16–17				

1. Learning Objectives: By the end of this lesson, students will be able to:

- listen for specific information about Gen Alpha's digital life. .....
- use the new vocabulary correctly in context. .....
- use the Present Continuous tense accurately. .....
- talk about screen time and digital habits. .....
- express opinions about using technology safely. .....

2. Teaching Strategies:

Discussion	Think – Pair – Share	Cooperative Learning	Brainstorming

3. Resources and material needed:

Student's Book	Teacher's Guide	Whiteboard
Flash Cards	Audio Recording	Multimedia (if available)

4. Steps to follow

A) Warm up and revision	• Greet the students. • Revise the previous lesson vocabulary. • Ask: – How much screen time do you have every day? – What kind of content do you watch or listen to? • Introduce the lesson topic **Gen Alpha's Digital Life.**	
B) Presentation	**1. New vocabulary** • balance • limit • emojis • screen time • social media • digital life **Examples** – We should limit our screen time. – Emojis express our feelings. – We need balance between study and technology.	**2. New structure** **Present Continuous** **Examples:** – They are using social media wisely. – She is watching an educational video. – We are learning English now. – My parents are helping me use technology safely.
C) Practice	**1. Controlled practice** • Listen to the audio. • Complete the True / False activity. • Complete the sentences using: balance – limit – emojis • Answer the listening questions.	**2. Free practice** Students work in pairs and discuss: • How much screen time do you have? • Do you use social media wisely? • How can students balance technology and study?
D) Feedback and Consolidation	Ask students: • Why should we limit screen time? • Give two examples using the Present Continuous. • How can technology help students? • What is the importance of balance in our digital life?	
E) Home Assignment	• Learn the new vocabulary. • Study the Present Continuous rule. • Write **five sentences** about your digital life using the Present Continuous.	

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Suggested Lesson plan
[English] Prep Stage

Title	Story Time – The Little Inventor	Day	Date	Class	Period
Unit	Unit 1 – Gen Alpha				
Lesson	Lesson 3 – Story Time (The Little Inventor)				
Page(s)	20–21				

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand the story The Little Inventor. .....
- identify the main idea and supporting details. .....
- use the new vocabulary correctly in context. .....
- express opinions about creativity and digital responsibility. .....
- answer comprehension questions using complete sentences. .....

2. Teaching Strategies:

Storytelling	Discussion	Think – Pair – Share	Cooperative Learning

3. Resources and material needed:

Student's Book	Teacher's Guide	Whiteboard
Flash Cards	Pictures	Multimedia (if available)

4. Steps to follow

<table>
<tr><td>A) Warm up and revision</td><td colspan="2">• Greet the students.
• Revise the previous lesson vocabulary.
• Ask:
– Is it good to be curious?
– What should we do before downloading anything from the Internet?
• Introduce the story The Little Inventor.</td></tr>
<tr><td>B) Presentation</td><td><u>1. New vocabulary</u>
• curious
• identity
• creative
• robot
• permission
• personal information
• digital responsibility
Examples
– Amal is a curious girl.
– Never share your personal information online.
– We should ask for permission before downloading files.</td><td><u>2. New structure</u>
Giving advice using “should / shouldn’t”
Examples:
– You should use the Internet safely.
– Students should protect their personal information.
– You shouldn’t share private information online.
– We should respect digital responsibility.</td></tr>
<tr><td>C) Practice</td><td><u>1. Controlled practice</u>
• Read the story aloud.
• Answer the reading comprehension questions.
• Match the new vocabulary with their meanings.
• Identify the main idea of the story.</td><td><u>2. Free practice</u>
Students work in pairs and discuss:
• Why was Amal different from the other children?
• What was Amal's invention?
• How can we use the Internet safely?
• Why is creativity important?</td></tr>
<tr><td>D) Feedback and Consolidation</td><td colspan="2">Ask students:
• Why did some children call Amal “strange”?
• What did her parents advise her?
• How did Amal use the Internet safely?
• Give one sentence using should.</td></tr>
<tr><td>E) Home Assignment</td><td colspan="2">• Learn the new vocabulary.
• Read the story again.
• Write five sentences giving advice about safe Internet use using should / shouldn’t.</td></tr>
</table>

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Suggested Lesson plan
[English] Prep Stage

Title	Let's Talk – Finding Balance	Day	Date	Class	Period
Unit	Unit 1 – Gen Alpha				
Lesson	Lesson 4 – Let's Talk				
Page(s)	22–23				

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand the dialogue about digital habits. .....
- identify the main ideas and specific information. .....
- use the new vocabulary correctly in context. .....
- ask and answer questions about screen time and technology. .....
- express opinions about healthy digital habits. .....

2. Teaching Strategies:

Discussion	Think – Pair – Share	Cooperative Learning	Role Play

3. Resources and material needed:

Student's Book	Teacher's Guide	Whiteboard
Flash Cards	Pictures	Multimedia (if available)

4. Steps to follow

<table>
<tr><td>A) Warm up and revision</td><td colspan="2">• Greet the students.
• Revise the previous lesson vocabulary.
• Ask:
– How do you balance screen time with other activities?
– How many hours do you use your smartphone every day?
• Introduce the lesson Let's Talk – Finding Balance.</td></tr>
<tr><td>B) Presentation</td><td>1. New vocabulary
• digital habits
• interview
• smartphone
• homework
• research
• chat
• balance
Examples
– Good digital habits help us stay healthy.
– I use my smartphoen for research.
– We should balance study and screen time.</td><td>2. New structure
Asking and answering about habits
Examples:
– How much screen time do you have each day?
– I spend about five hours a day online.
– What do you use your phone for?
– I use it for homework and chatting with my friends.</td></tr>
<tr><td>C) Practice</td><td>1. Controlled practice
• Read the dialogue aloud.
• Answer the comprehension questions.
• Match the new vocabulary with its meanings.
• Practice the dialogue in pairs.</td><td>2. Free practice
Students work in pairs and discuss:
• How much screen time do you have?
• What do you use technology for?
• How can students develop healthy digital habits?
• Do you think technology is useful? Why?</td></tr>
<tr><td>D) Feedback and Consolidation</td><td colspan="2">Ask students:
• What is the main idea of the dialogue?
• How does Saja use technology?
• Why is balance important?
• Ask and answer one question about digital habits with your partner.</td></tr>
<tr><td>E) Home Assignment</td><td colspan="2">• Learn the new vocabulary.
• Read the dialogue again.
• Write five sentences about your digital habits.</td></tr>
</table>

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Suggested Lesson plan
[English] Prep Stage

Title	Unit 1 Review & Assessment	Day	Date	Class	Period
Unit	Unit 1 – Gen Alpha				
Lesson	Lesson 5 – Review & Assessment				
Page(s)	Unit 1 Review				

1. Learning Objectives: By the end of this lesson, students will be able to:

- revise the vocabulary of Unit 1. .....
- review the Present Continuous tense. .....
- improve reading, listening, speaking and writing skills. .....
- answer different types of exam questions correctly. .....
- evaluate their learning through classroom activities. .....

2. Teaching Strategies:

Revision	Discussion	Cooperative Learning	Question & Answer

3. Resources and material needed:

Student's Book	Teacher's Guide	Whiteboard
Flash Cards	Worksheets	Multimedia (if available)

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise the main vocabulary of Unit 1.
- Ask quick questions about:
  - Gen Alpha.
  - Digital life.
  - Safe Internet use.
  - Healthy digital habits.

B) Presentation

1. New vocabulary

Revision of:

- generation
- digital natives
- trends
- emojis
- screen time
- balance
- curious
- identity
- permission
- digital responsibility

2. New structure

Revision of the Present Continuous

Examples:

- They are using technology wisely.
- She is reading a story now.
- We are learning English.
- My friends are doing their homework.

C) Practice

1. Controlled practice

- Complete vocabulary exercises.
- Answer reading comprehension questions.
- Complete grammar exercises.
- Correct the mistakes.
- Match words with their meanings.

2. Free practice

Students work in groups and:

- Discuss healthy digital habits.
- Ask and answer questions using the Present Continuous.
- Give advice about safe Internet use.
- Present a short talk about Gen Alpha.

D) Feedback and Consolidation

Ask students:

- What are the most important vocabulary words in Unit 1?
- Give two sentences using the Present Continuous.
- Why is online safety important?
- What did you learn from Unit 1?

E) Home Assignment

- Revise all Unit 1 vocabulary.
- Study the grammar rules.
- Solve the Unit 1 Review exercises in the Student's Book.

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Suggested Lesson Plan
[English] Prep Stage

Title	Team-Project Roundtable	Day	Date	Class	Period
Unit	Unit 1 – Gen Alpha				
Lesson	Lesson 6 – Team-Project Roundtable				
Page(s)	26–27				

1. Learning Objectives: By the end of this lesson, students will be able to:

- participate actively in group discussions.
- cooperate with classmates to complete a team project.
- give advice about safe technology use.
- design a digital safety poster.
- present ideas confidently and respectfully.

2. Teaching Strategies

Cooperative Learning	Think – Pair – Share	Group Discussion	Brainstorming	Project-Based Learning

3. Resources and material needed

Student's Book	Teacher's Guide	Whiteboard	Poster Paper
Flash Cards	Colored Markers	Pictures	Glue & Scissors

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise Unit 1 vocabulary and grammar.
- Ask:
  - What did you learn in Unit 1?
  - How can we use technology safely?
- Introduce the team project.

B) Presentation

1. New vocabulary

- safety
- online
- responsibility
- teamwork
- respect
- project
- poster
- advice

Examples

- We should stay safe online.
- Teamwork helps us complete projects.
- Respect your classmates' ideas.
- Our group designed a digital safety poster.

2. New structure

Giving advice using should / shouldn't

Examples

- We should protect our personal information.
- Students should respect others online.
- You shouldn't share private passwords.
- We should work together as a team.

C) Practice

1. Controlled practice

- Read the project instructions.
- Review the key vocabulary.
- Brainstorm ideas for a digital safety poster.
- Assign roles to each group member.

2. Free practice

Students work in groups to:

- Design a digital safety poster.
- Write useful safety advice.
- Present their project to the class.
- Give feedback on other groups' work.

D) Feedback and Consolidation

Ask students:

- Why is teamwork important?
- Give one piece of advice about online safety.
- What was your role in the project?
- What did your group learn today?

E) Home Assignment

- Revise Unit 1 vocabulary and grammar.
- Improve your poster at home.
- Write **five sentences** giving advice about safe technology use using **should / shouldn't.**

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Suggested Lesson Plan

[English] Prep Stage

Title	Session 7 – Writing Workshop	Day	Date	Class	Period
Unit	Unit 1 – Gen Alpha				
Lesson	Session 7 – Writing Workshop				
Page(s)	24–26				

1. Learning Objectives: By the end of this lesson, students will be able to:

- write a short paragraph about Gen Alpha.
- organize ideas using a clear beginning, middle, and ending.
- use Unit 1 vocabulary correctly.
- use the Present Continuous accurately in writing.
- revise and edit their own writing.

2. Teaching Strategies

Guided Writing	Brainstorming	Think – Pair – Share	Cooperative Learning

3. Resources and material needed

Student's Book	Teacher's Guide	Whiteboard
Worksheets	Flash Cards	Multimedia (if available)

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise Unit 1 vocabulary.
- Ask:
  - Who are Gen Alpha?
  - How do they use technology?
  - Why is online safety important?
- Introduce the writing task.

B) Presentation

1. New vocabulary

- paragraph
- draft
- edit
- technology
- online safety
- digital habits
- opinion

Examples

- Write your first draft carefully.
- Good digital habits keep us safe.
- Always edit your paragraph before submitting it.

2. New structure

Writing a paragraph using the Present Continuous

Examples

- Gen Alpha are using technology every day.
- They are learning in different ways.
- Students are sharing ideas online safely.
- We are improving our digital skills.

C) Practice

1. Controlled practice

- Read the writing model.
- Identify the topic sentence.
- Arrange ideas in order.
- Complete guided writing activities.

2. Free practice

Students write a paragraph about Gen Alpha including:

- Who they are.
- How they use technology.
- Safe digital habits.
- Their personal opinion.

D) Feedback and Consolidation

Ask students:

- What is the topic sentence?
- Did you use the Present Continuous correctly?
- Did you include Unit 1 vocabulary?
- How can you improve your paragraph?

E) Home Assignment

- Rewrite your paragraph neatly.
- Check spelling and punctuation.
- Learn the Unit 1 vocabulary for the unit test.

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Suggested Lesson Plan

[English] Prep Stage

Title	My Digital Footprint	Day	Date	Class	Period
Unit	Unit 2 – My Digital Footprint				
Lesson	Lesson 1 – My Digital Footprint				
Page(s)	28–29				

1. Learning Objectives: By the end of this lesson, students will be able to:

- identify the meaning of a digital footprint.
- understand the main idea of the reading text.
- use the new vocabulary correctly in context.
- talk about online privacy and digital identity.
- answer comprehension questions using complete sentences.

2. Teaching Strategies

Discussion	Think – Pair – Share	Cooperative Learning	Brainstorming

3. Resources and material needed

Student's Book	Teacher's Guide	Whiteboard
Flash Cards	Pictures	Multimedia (if available)

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise Unit 1 vocabulary.
- Ask:
  - What information do you share online?
  - What is a digital footprint?
- Introduce the lesson **My Digital Footprint.**

B) Presentation

1. New vocabulary

- digital footprint
- privacy
- secure
- identity
- trace
- update
- online data

Examples

- Your digital footprint stays online.
- Keep your personal information secure.
- Never share your identity with strangers online.

2. New structure

Present Simple Passive

Examples

- Personal information is protected.
- Photos are shared online.
- Online accounts are updated regularly.
- Passwords are kept secret.

C) Practice

1. Controlled practice

- Read the passage aloud.
- Match the new vocabulary with its meanings.
- Answer the reading comprehension questions.
- Identify the main idea of the text.

2. Free practice

Students work in pairs and discuss:

- How can you protect your digital footprint?
- Why is online privacy important?
- What information should never be shared online?
- How can we stay safe on the Internet?

D) Feedback and Consolidation

Ask students:

- What is a digital footprint?
- Why should we protect our online identity?
- Give one sentence using the Present Simple Passive.
- Mention two ways to stay safe online.

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write **five sentences** about how to protect your digital footprint.

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Suggested Lesson Plan

[English] Prep Stage

Title	Learning Strategies	Day	Date	Class	Period
Unit	Unit 2 – Learning to Learn				
Lesson	Lesson 2 – Learning Strategies				
Page(s)	30–33				

1. Learning Objectives: By the end of this lesson, students will be able to:

- identify different learning strategies.
- understand the reading/listening text.
- use the new vocabulary correctly in context.
- ask for and give advice about learning.
- use should / shouldn't appropriately in everyday situations.

2. Teaching Strategies

Discussion	Think – Pair – Share	Cooperative Learning	Brainstorming

3. Resources and material needed

Student's Book	Teacher's Guide	Whiteboard
Flash Cards	Pictures	Multimedia (if available)

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise the previous lesson vocabulary.
- Ask:
  - How do you study for exams?
  - What helps you remember new words?
- Introduce the lesson **Learning Strategies.**

B) Presentation

1. New vocabulary

- strategy
- revise
- memorize
- focus
- notes
- organize
- concentrate

Examples

- A good strategy helps you learn faster.
- I revise my lessons every day.
- Taking notes helps me remember information.
- We should concentrate during the lesson.

2. New structure

Should / Shouldn't (Giving Advice)

Examples

- You should revise your lessons every day.
- Students should organize their time.
- You shouldn't waste your study time.
- We should help each other.

C) Practice

1. Controlled practice

- Read the lesson aloud.
- Match the new vocabulary with its meanings.
- Answer the comprehension questions.
- Complete sentences using should / shouldn't.

2. Free practice

Students work in pairs and discuss:

- What is your favorite learning strategy?
- How do you prepare for exams?
- Why is revision important?
- What advice can you give to a classmate?

D) Feedback and Consolidation

Ask students:

- Why should students revise regularly?
- Give two sentences using **should.**
- How can you improve your study habits?
- Which learning strategy is the most useful for you?

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write **five sentences** giving advice about effective learning using **should / shouldn't.**

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Suggested Lesson Plan

[English] Prep Stage

Title	Learning Together	Day	Date	Class	Period
Unit	Unit 2 – Learning to Learn				
Lesson	Lesson 3 – Learning Together				
Page(s)	34–35				

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand the lesson text.
- identify the main idea and supporting details.
- use the new vocabulary correctly in context.
- use can / can't to describe abilities.
- discuss effective ways of learning with classmates.

2. Teaching Strategies

Guided Reading	Think – Pair – Share	Cooperative Learning	Discussion

3. Resources and material needed

Student's Book	Teacher's Guide	Whiteboard
Flash Cards	Pictures	Multimedia (if available)

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise the previous lesson vocabulary.
- Ask:
  - How do you learn new words?
  - Do you prefer learning alone or with friends?
- Introduce the lesson **Learning Together.**

B) Presentation

1. New vocabulary

- cooperate
- strategy
- improve
- communicate
- project
- skill
- successful

Examples

- We cooperate during group work.
- Reading every day improves our language skills.
- Good communication helps us learn better.

2. New structure

Can / Can't (Ability)

Examples

- I can solve this problem.
- We can learn from each other.
- She can't remember all the words.
- They can work together successfully.

C) Practice

1. Controlled practice

- Read the lesson aloud.
- Match the vocabulary with its meanings.
- Answer the reading comprehension questions.
- Complete sentences using **can / can't.**

2. Free practice

Students work in pairs and discuss:

- How do you help your classmates?
- What learning strategy works best for you?
- Why is teamwork important?
- What can you do to improve your English?

D) Feedback and Consolidation

Ask students:

- Why is cooperation important?
- Give two sentences using can.
- What learning strategy do you like most?
- How can students improve their English?

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write **five sentences** about how you can improve your English using **can / can't.**

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Suggested Lesson Plan

[English] Prep Stage

Title	Learning in Action	Day	Date	Class	Period
Unit	Unit 2 – Learning to Learn				
Lesson	Lesson 4 – Learning in Action				
Page(s)	36–37				

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand the lesson text.
- identify the main ideas and supporting details.
- use the new vocabulary correctly in context.
- use *because* to give reasons.
- express opinions about effective learning habits.

2. Teaching Strategies

Discussion	Think – Pair – Share	Cooperative Learning	Problem Solving

3. Resources and material needed

Student's Book	Teacher's Guide	Whiteboard
Flash Cards	Pictures	Multimedia (if available)

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise the vocabulary from Lesson 3.
- Ask:
  - What is your favorite way to learn?
  - Why do you like this learning method?
- Introduce the lesson **Learning in Action.**

B) Presentation

1. New vocabulary

- challenge
- achieve
- confidence
- experience
- solution
- teamwork
- goal

Examples

- Every challenge helps us learn.
- Teamwork gives us confidence.
- I achieved my learning goal.
- We find solutions by working together.

2. New structure

Using "because" to give reasons

Examples

- I study English because I enjoy learning.
- We work in groups because teamwork is important.
- She practices every day because she wants to improve.
- They ask questions because they want to understand.

C) Practice

1. Controlled practice

- Read the lesson aloud.
- Match the vocabulary with its meanings.
- Answer the comprehension questions.
- Complete sentences using **because.**

2. Free practice

Students work in pairs and discuss:

- Why is teamwork important?
- How do you overcome learning challenges?
- What helps you achieve your goals?
- Why do you enjoy learning English?

D) Feedback and Consolidation

Ask students:

- What is the main idea of the lesson?
- Give one sentence using **because.**
- How can teamwork help students?
- What learning goal do you want to achieve?

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Write **five sentences** about your learning goals using **because.**

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Suggested Lesson plan
[English] Prep Two

Title	Revision & Assessment	Day	.....	Date	.....	Class	Prep Two	Period	1
Unit	Unit 2 – My Digital Footprint								
Lesson	Lesson 5 (Revision & Assessment)								
Page(s)	39–40								

1. Learning Objectives: By the end of this lesson, students will be able to:

- revise the vocabulary of Unit 2. .....
- revise the passive voice and modal passive. .....
- answer revision exercises correctly. .....
- write simple tips to stay safe online. .....

2. Teaching Strategies: Discussion – Pair work – Individual work – Question & Answer

.....

.....

3. Resources and material needed: Student's Book – Whiteboard – Markers

.....

4. Steps to follow

A) Warm up and revision

- Revise Unit 2 vocabulary.

.....

- Ask students questions about online safety and digital footprint.

.....

B) Presentation

1. **New vocabulary:** digital footprint – password – privacy – secure – share

.....

2. **New structure:** Present Simple Passive – Modal Passive

.....

C) Practice

1. **Controlled practice:** Students answer the Revision exercises:
   Reading – Vocabulary – Language

.....

2. **Free practice:** Students write three tips to stay safe online and discuss them with a partner.

.....

D) Feedback and Consolidation

- Check students' answers.
- Correct common mistakes.
- Summarize the key vocabulary and grammar of Unit 2.

.....

E) Home Assignment

- Complete any unfinished Revision exercises.
- Review Unit 2 vocabulary and grammar for assessment.

.....

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Suggested Lesson plan
[English] Prep Two

Title	Overcoming Challenges	Day	.....	Date	.....	Class	Prep Two	Period	1
Unit	Unit 3 – Facing Challenges								
Lesson	Lesson 1								
Page(s)	41–42								

1. Learning Objectives: By the end of this lesson, students will be able to:

- identify the main idea and details of a reading text about overcoming challenges. .....
- use the new vocabulary correctly. .....
- express opinions about facing challenges. .....
- communicate confidently using the target language. .....

.....

2. Teaching Strategies: Discussion – Pair Work – Individual Work – Question & Answer

.....

3. Resources and material needed: Student's Book – Whiteboard – Markers

.....

4. Steps to follow

A) Warm up and revision

- Revise the previous unit.
- Ask students questions about challenges they have faced and how they solved them.

.....

B) Presentation

1. **New vocabulary:** challenge – discouraged – determination – obstacle – courage

.....

2. **New structure:** The Past Simple Tense

.....

C) Practice

1. **Controlled practice:** Students read the passage and answer the reading comprehension questions. They complete the vocabulary exercises.

.....

2. **Free practice:** Students talk with a partner about a challenge they faced and explain how they overcame it.

.....

D) Feedback and Consolidation

- Check students' answers.
- Correct common mistakes.
- Summarize the lesson vocabulary and grammar.

.....

E) Home Assignment

- Complete the remaining exercises in the Student's Book.
- Learn the new vocabulary and use each word in a sentence.

.....

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Suggested Lesson plan
[English] Prep Two

Title	A Story of Courage	Day	.....	Date	.....	Class	Prep Two	Period	1
Unit	Unit 3 – Facing Challenges								
Lesson	Lesson 2								
Page(s)	45–46								

1. Learning Objectives: By the end of this lesson, students will be able to:

- read and understand a story about facing challenges.
- identify the sequence of events in the story.
- use the new vocabulary correctly in context.
- use the Past Continuous Tense correctly.

2. Teaching Strategies: Discussion – Pair Work – Individual Work – Question & Answer

3. Resources and material needed: Student's Book – Whiteboard – Markers

4. Steps to follow

A) Warm up and revision

- Revise the previous lesson vocabulary.
- Ask students about a difficult situation they faced and how they solved it.

B) Presentation

1. **New vocabulary:** traffic jam – stressed – creativity – inspired – courage
2. **New structure:** The Past Continuous Tense

C) Practice

1. **Controlled practice:** Students read the story, answer the reading comprehension questions, and complete the vocabulary and grammar exercises.
2. **Free practice:** Students work in pairs to tell a short story about a challenge they faced, using the Past Continuous where appropriate.

D) Feedback and Consolidation

- Check students' answers.
- Correct common language mistakes.
- Review the key vocabulary and the Past Continuous Tense.

E) Home Assignment

- Complete the remaining exercises in the Student's Book.
- Write a short paragraph about a challenge you faced using the new vocabulary and the Past Continuous Tense.

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Suggested Lesson plan
[English] Prep Two

Title	Sharing Experiences	Day	.....	Date	.....	Class	Prep Two	Period	1
Unit	Unit 3 – Facing Challenges								
Lesson	Lesson 3								
Page(s)	49–50								

1. Learning Objectives: By the end of this lesson, students will be able to:

- listen for specific information about facing challenges.
- use the new vocabulary correctly.
- use the Past Simple and Past Continuous tenses together.
- speak about a personal experience confidently.

2. Teaching Strategies: Discussion – Pair Work – Individual Work – Question & Answer

3. Resources and material needed: Student's Book – Whiteboard – Markers

4. Steps to follow

A) Warm up and revision

- Revise the vocabulary from Lesson 2.
- Ask students to describe a difficult situation they remember.

B) Presentation

1. **New vocabulary:** achievement – effort – success – confidence – experience
2. **New structure:** Past Simple × Past Continuous

C) Practice

1. **Controlled practice:** Students listen to the audio, answer the listening questions, and complete the vocabulary and grammar exercises.
2. **Free practice:** Students work in pairs to describe a challenge they faced, explaining what happened and what they were doing using the Past Simple and the Past Continuous.

D) Feedback and Consolidation

- Check students' answers.
- Correct pronunciation and grammar mistakes.
- Review the lesson vocabulary and grammar.

E) Home Assignment

- Complete the remaining exercises in the Student's Book.
- Write a short paragraph describing a challenge you faced, using both the Past Simple and the Past Continuous.

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Suggested Lesson plan
[English] Prep Two

Title	Let's Talk About Challenges	Day	.....	Date	.....	Class	Prep Two	Period	1
Unit	Unit 3 – Facing Challenges								
Lesson	Lesson 4								
Page(s)	53–54								

1. Learning Objectives: By the end of this lesson, students will be able to:

- participate in a conversation about facing challenges.
- use the target vocabulary confidently in speaking.
- use the Past Simple and Past Continuous accurately in context.
- express personal experiences and respond appropriately in conversations.

2. Teaching Strategies: Discussion – Pair Work – Individual Work – Question & Answer

3. Resources and material needed: Student's Book – Whiteboard – Markers

4. Steps to follow

A) Warm up and revision

- Revise the vocabulary from Lesson 3.
- Ask students to talk about a challenge they have faced.

B) Presentation

1. **New vocabulary:** challenge – experience – confidence – effort – success
2. **New structure:** Past Simple + Past Continuous

C) Practice

1. **Controlled practice:** Students read the dialogue, answer the comprehension questions, and complete the speaking and grammar activities.
2. **Free practice:** Students work in pairs to role-play a conversation about a challenge they experienced, using the Past Simple and the Past Continuous correctly.

D) Feedback and Consolidation

- Check students' answers.
- Correct speaking and grammar mistakes.
- Review the key vocabulary and grammar of the lesson.

E) Home Assignment

- Complete the remaining exercises in the Student's Book.
- Write a short dialogue about a challenge you or a friend faced, using the Past Simple and the Past Continuous.

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Suggested Lesson Plan
[English] Prep Two

Title	Revision & Assessment	Day	.....	Date	.....	Class	Prep Two	Period	1
Unit	Unit 3 – Facing Challenges								
Lesson	Lesson 5 (Revision & Assessment)								
Page(s)	55–57 (Review 1)								

1. Learning Objectives: By the end of this lesson, students will be able to:

- revise the vocabulary of Unit 3.
- revise the Past Simple and Past Continuous Tenses.
- answer the revision exercises correctly.
- write a short paragraph about overcoming challenges using the target language.

2. Teaching Strategies: Discussion – Pair Work – Individual Work – Question & Answer

3. Resources and material needed: Student's Book – Whiteboard – Markers

4. Steps to follow

A) Warm up and revision

- Revise the vocabulary of Unit 3.
- Ask students questions about challenges they have faced and how they overcame them.

B) Presentation

1. **New vocabulary:** challenge – courage – determination – obstacle – success
2. **New structure:**
   - Past Simple Tense
   - Past Continuous Tense

C) Practice

1. **Controlled practice:** Students answer the Revision exercises: Reading – Vocabulary – Language
2. **Free practice:** Students write a short paragraph about a challenge they faced and explain how they overcame it, then share it with a partner.

D) Feedback and Consolidation

- Check students' answers.
- Correct common mistakes.
- Summarize the key vocabulary and grammar of Unit 3.

E) Home Assignment

- Complete any unfinished Review exercises.
- Revise Unit 3 vocabulary and grammar in preparation for the assessment.

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Suggested Lesson plan
[English] Prep Two

Title	Mahmoud Mokhtar	Day	.....	Date	.....	Class	Prep Two	Period	1
Unit	Unit 4 – Art and Expression								
Lesson	Lesson 1								
Page(s)	63–64								

1. Learning Objectives: By the end of this lesson, students will be able to:

- identify the main ideas and details in a reading text about Mahmoud Mokhtar.
- use the new vocabulary correctly in context.
- talk about famous Egyptian artists and their achievements.
- express opinions about the importance of art and national identity.

2. Teaching Strategies: Discussion – Pair Work – Individual Work – Question & Answer

3. Resources and material needed: Student's Book – Whiteboard – Markers

4. Steps to follow

A) Warm up and revision

- Revise the previous unit.
- Ask students about famous Egyptian artists and sculptures.

B) Presentation

1. **New vocabulary:** sculptor – national – recognition – participate – promote
2. **New structure:** Reading for main ideas and details.

C) Practice

1. **Controlled practice:**
   - Students read the passage about Mahmoud Mokhtar.
   - Students answer the reading comprehension questions.
   - Students complete the vocabulary exercises.
2. **Free practice:** Students work in pairs to talk about a famous Egyptian artist or sculptor and explain why they admire him or her.

D) Feedback and Consolidation

- Check students' answers.
- Correct vocabulary and pronunciation mistakes.
- Review the main ideas and new vocabulary.

E) Home Assignment

- Complete the remaining exercises in the Student's Book.
- Write a short paragraph about Mahmoud Mokhtar or another famous Egyptian artist using the new vocabulary.

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Suggested Lesson Plan
[English] Prep Two

Title	Art Around Us	Day	.....	Date	.....	Class	Prep Two	Period	1
Unit	Unit 4 – Art and Expression								
Lesson	Lesson 2								
Page(s)	65–66								

1. Learning Objectives: By the end of this lesson, students will be able to:

- understand and respond to a listening text about art and artists.
- use the new vocabulary correctly in context.
- describe works of art and express opinions about them.
- communicate confidently using the target language of the lesson.

2. Teaching Strategies: Discussion – Pair Work – Individual Work – Question & Answer

3. Resources and material needed: Student's Book – Whiteboard – Markers

4. Steps to follow

A) Warm up and revision

- Revise the vocabulary from Lesson 1.
- Ask students to talk about famous Egyptian artists and sculptures.

B) Presentation

1. **New vocabulary:** creativity – exhibition – gallery – masterpiece – artist
2. **New structure:** Describing and expressing opinions about works of art.

C) Practice

1. **Controlled practice:**
   - Students listen to the lesson recording.
   - Students answer the listening comprehension questions.
   - Students complete the vocabulary and language exercises in the Student's Book.
2. **Free practice:** Students work in pairs to describe a painting or sculpture they like and explain why they admire it.

D) Feedback and Consolidation

- Check students' answers.
- Correct pronunciation and vocabulary mistakes.
- Review the key vocabulary and lesson objectives.

E) Home Assignment

- Complete the remaining exercises in the Student's Book.
- Write a short paragraph describing your favourite work of art and explain why you like it.

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Suggested Lesson Plan
[English] Prep Two

Title	Art in Our Lives	Day	.....	Date	.....	Class	Prep Two	Period	1
Unit	Unit 4 – Art and Expression								
Lesson	Lesson 3								
Page(s)	67–68								

1. Learning Objectives: By the end of this lesson, students will be able to:

- listen for specific information about art and culture.
- use the new vocabulary correctly in context.
- describe different kinds of art.
- express opinions about their favourite forms of art confidently.

2. Teaching Strategies: Discussion – Pair Work – Individual Work – Question & Answer

3. Resources and material needed: Student's Book – Whiteboard – Markers

4. Steps to follow

A) Warm up and revision

- Revise the vocabulary from Lesson 2.
- Ask students to talk about their favourite painting, sculpture, or piece of art.

B) Presentation

1. **New vocabulary:** musician – performance – audience – talent – traditional
2. **New structure:** Giving and supporting opinions.

C) Practice

1. **Controlled practice:**
   - Students listen to the lesson recording.
   - Students answer the listening comprehension questions.
   - Students complete the vocabulary and language exercises in the Student's Book.
2. **Free practice:** Students work in pairs to talk about their favourite artist, musician, or artwork and explain the reasons for their choice.

D) Feedback and Consolidation

- Check students' answers.
- Correct pronunciation and vocabulary mistakes.
- Review the lesson vocabulary and language points.

E) Home Assignment

- Complete the remaining exercises in the Student's Book.
- Write a short paragraph about your favourite artist or artwork, using the new vocabulary.

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Suggested Lesson Plan
[English] Prep Two

Title	Express Yourself	Day	.....	Date	.....	Class	Prep Two	Period	1
Unit	Unit 4 – Art and Expression								
Lesson	Lesson 4								
Page(s)	69–70								

1. Learning Objectives: By the end of this lesson, students will be able to:

- participate in conversations about art and culture.
- use the target vocabulary correctly in speaking and writing.
- express and justify personal opinions about works of art.
- communicate confidently using appropriate language related to art.

2. Teaching Strategies: Discussion – Pair Work – Individual Work – Question & Answer

3. Resources and material needed: Student's Book – Whiteboard – Markers

4. Steps to follow

A) Warm up and revision

- Revise the vocabulary from Lesson 3.
- Ask students to describe their favourite painting, sculpture, or musical performance.

B) Presentation

1. **New vocabulary:** creative – painter – exhibition – masterpiece – culture
2. **New structure:** Expressing and supporting opinions.

C) Practice

1. **Controlled practice:**
   - Students read the dialogue/text in the Student's Book.
   - Students answer the comprehension questions.
   - Students complete the speaking and language exercises.
2. **Free practice:**
   - Students work in pairs to discuss their favourite type of art and explain why they enjoy it.
   - Students present their ideas to the class.

D) Feedback and Consolidation

- Check students' answers.
- Correct speaking, pronunciation, and vocabulary mistakes.
- Review the key vocabulary and language functions of the lesson.

E) Home Assignment

- Complete the remaining exercises in the Student's Book.
- Write a short paragraph describing your favourite artist or artwork and explain why you admire it.

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Suggested Lesson Plan
[English] Prep Two

Title	Revision & Assessment	Day	.....	Date	.....	Class	Prep Two	Period	1
Unit	Unit 4 – Art and Expression								
Lesson	Lesson 5 (Revision & Assessment)								
Page(s)	71–72 (Review 1)								

1. Learning Objectives: By the end of this lesson, students will be able to:

- revise the vocabulary of Unit 4.
- revise the language functions and grammar studied in the unit.
- answer the revision exercises correctly.
- describe a work of art and express their opinion confidently.

2. Teaching Strategies: Discussion – Pair Work – Individual Work – Question & Answer

3. Resources and material needed: Student's Book – Whiteboard – Markers

4. Steps to follow

A) Warm up and revision

- Revise the vocabulary of Unit 4.
- Ask students to talk about their favourite painting, sculpture, or artist.

B) Presentation

1. **New vocabulary:** artist – masterpiece – exhibition – gallery – creativity
2. **New structure:** Using because, so, but, although correctly.
   Expressing and supporting opinions.

C) Practice

1. **Controlled practice:** Students answer the Review exercises:
   - Reading
   - Vocabulary
   - Language
   - Speaking
2. **Free practice:** Students describe their favourite work of art and explain why they like it, then share their ideas with a partner.

D) Feedback and Consolidation

- Check students' answers.
- Correct common mistakes.
- Review the key vocabulary, grammar, and language functions of Unit 4.

E) Home Assignment

- Complete any unfinished Review exercises.
- Revise Unit 4 vocabulary and grammar in preparation for the assessment.

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Suggested Lesson Plan

[English] Prep Two

Title	Around the World	Day	.....	Date	.....	Class	Prep Two	Period	1
Unit	Unit 5 – Around the World								
Lesson	Lesson 1								
Page(s)	73–74								

1. Learning Objectives: By the end of this lesson, students will be able to:

- identify the main ideas and details in a reading text about places around the world.
- use the new vocabulary correctly in context.
- talk about different countries and famous landmarks.
- express opinions about places they would like to visit.

2. Teaching Strategies: Discussion – Pair Work – Individual Work – Question & Answer

3. Resources and material needed: Student's Book – Whiteboard – Markers

4. Steps to follow

A) Warm up and revision

- Revise the previous unit.
- Ask students about countries they know and places they would like to visit.

B) Presentation

1. **New vocabulary:** landmark – tourist – culture – destination – journey
2. **New structure:** Reading for main ideas and specific details.

C) Practice

1. **Controlled practice:**
   - Students read the lesson text.
   - Students answer the reading comprehension questions.
   - Students complete the vocabulary exercises in the Student's Book.
2. **Free practice:** Students work in pairs to describe a country or famous place they would like to visit and explain the reasons for their choice.

D) Feedback and Consolidation

- Check students' answers.
- Correct vocabulary and pronunciation mistakes.
- Review the main ideas and new vocabulary.

E) Home Assignment

- Complete the remaining exercises in the Student's Book.
- Write a short paragraph about a country or famous place you would like to visit, using the new vocabulary.

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Suggested Lesson Plan

[English] Prep and Secondary Stages]

Title	A Tour around Cairo	Day	Date	Class	Period
Unit	Unit 5 – Around the World				
Lesson	Lesson 2				
Page(s)	SB Pages 75 & 76				

1. Learning Objectives: By the end of this lesson, students will be able to:

- identify famous tourist attractions in Cairo. .....
- use the new vocabulary correctly. .....
- read and understand a text about Cairo. .....
- answer comprehension questions. .....
- describe famous places in Egypt. .....
- talk about a tour around Cairo. .....

2. Teaching Strategies:

- Discussion - Brainstorming - Pair Work - Group Work - Guided Reading - Question & Answer

.....

3. Resources and material needed:

- Student's Book - Workbook - Pictures of Cairo landmarks - Flashcards - Whiteboard - Markers

.....

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise the previous lesson.
- Ask questions about famous places in Egypt.
- Encourage students to talk about places they have visited.

.....

B) Presentation

1. New vocabulary

government – bazaar – pharaohs – jewelry – golden mask – tomb – statue – wonders – tour guide – mysterious – treasure – mummies – souvenirs

Examples:

- The pyramids are ancient tombs.
- Tourists buy souvenirs at Khan El Khalili.
- Tutankhamun's golden mask is famous.
- The museum has many treasures.
- The Sphinx looks mysterious.

.....

2. New structure

Talking about famous places

Examples:

- The Pyramids were built as tombs.
- The museum contains many treasures.
- We will visit Khan El Khalili Bazaar.
- The Pyramid of Khufu is one of the Seven Wonders.
- The Grand Egyptian Museum is near the Pyramids.

.....

C) Practice

1. Controlled practice: [What the teacher and the students do] [refer to exercises and skills targeted]

- **Teacher**: Reads the passage aloud - Explains the new vocabulary - Asks comprehension questions - Explains difficult expressions.
- **Students**: Listen carefully - Repeat the vocabulary - Read the passage - Answer the questions - Complete the textbook activities.

.....

2. New practice: [What the teacher and the students do] [refer to exercises in SB and other activities]

- **Teacher**: Asks students to describe a famous place - Encourages pair discussion.
- **Students**: Talk about places they know - Describe Cairo landmarks – Ask and answer questions about tourist attractions - Give short presentations.

.....

D) Feedback and Consolidation [Questions or activities to assess the students achievement during the lesson and Wrap up the current lesson]

- Who is the tour guide? – Where is the first stop? – Why were the pyramids built?
- What can tourists see in the museum? – What can people buy at Khan El Khalili?
- Which place would you like to visit? Why?
- Summarize the lesson and check students' understanding.

.....

E) Home Assignment

- Learn the new vocabulary.
- Read the passage again.
- Answer the reading questions in the Student's Book.
- Write six sentences about a famous tourist place in Egypt.

.....

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Suggested Lesson Plan
[English] Prep and Secondary Stages]

Title	Comparatives and Superlatives	Day	Date	Class	Period
Unit	Unit 5 – Around the World				
Lesson	Lesson 3				
Page(s)	SB Pages 77 & 78				

1. Learning Objectives: *By the end of this lesson, students will be able to:*

- identify comparative and superlative adjectives. .....
- compare people, places and things correctly. .....
- use short and long adjectives accurately. .....
- recognize irregular comparative and superlative forms. .....
- complete grammar exercises correctly. .....
- use comparative and superlative forms in speaking and writing. .....

2. Teaching Strategies:

Discussion – Brainstorming – Pair Work – Group Work – Guided Discovery – Question & Answer

3. Resources and material needed:

Student's Book – Workbook – Flashcards – Whiteboard – Markers – Grammar charts

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise the previous lesson.
- Ask students to compare two cities or two objects.
- Review adjectives learnt in Unit 5.

B) Presentation

1. New vocabulary

comparison – comparative – superlative – adjective – short adjective – long adjective – better – best – worse – worst – more – most – less – least

Examples:

- Cairo is bigger than Luxor.
- Tokyo is more organized than Marrakech.
- Mount Everest is the highest mountain.
- Reading is the most useful hobby.
- July is hotter than June.

2. New structure

Comparatives

- adjective + er + than
- more + adjective + than
- less + adjective + than

Superlatives

- the + adjective + est
- the most + adjective
- the least + adjective

Irregular Forms

good → better → the best

bad → worse → the worst

far → farther/further → the farthest/the furthest

much/many → more → the most

little → less → the least

C) Practice

1. Controlled practice

Teacher:

- Explains grammar rules.
- Gives model sentences.
- Explains spelling rules.
- Solves examples from the Student's Book.

Students:

- Read the examples.
- Complete comparison sentences.
- Rewrite sentences.
- Answer grammar exercises.

2. Free practice

Teacher:

- Asks students to compare famous cities, animals and objects.
- Encourages pair work.

Students:

- Make their own comparative sentences.
- Describe places using superlatives.
- Compare famous landmarks.
- Present their answers orally.

D) Feedback and Consolidation

- When do we use comparative adjectives?
- When do we use superlative adjectives?
- How do we form long adjective comparisons?
- Give the comparative of beautiful.
- Give the superlative of good.
- Which city is bigger, Cairo or Luxor?
- Summarize the lesson and check students' understanding.

E) Home Assignment

- Study the grammar rules.
- Solve the exercises in the Student's Book.
- Write six sentences using comparatives.
- Write four sentences using superlatives.

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Suggested Lesson Plan
[English] Prep and Secondary Stages]

Title	Writing & Communication	Day	Date	Class	Period
Unit	Unit 5 – Around the World				
Lesson	Lesson 4				
Page(s)	SB Pages 79 & 80				

1. Learning Objectives: *By the end of this lesson, students will be able to:*

- write a short paragraph about a famous place.
- use the vocabulary of Unit 5 correctly.
- use comparative and superlative adjectives in writing.
- organize ideas in a logical order.
- communicate ideas clearly about tourist attractions.
- revise the language of the unit through writing activities.

2. Teaching Strategies:

Discussion – Brainstorming – Pair Work – Group Work – Guided Writing – Question & Answer

3. Resources and material needed:

Student's Book – Workbook – Whiteboard – Markers – Flashcards – Pictures of famous landmarks

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise the previous lesson.
- Review the vocabulary of Unit 5.
- Ask students to compare two famous places.
- Revise comparative and superlative adjectives.

B) Presentation

1. New vocabulary

tourist attraction – travel – visit – famous – ancient – modern – exciting – impressive – beautiful – culture – landmark – museum – monument – sightseeing

Examples:

- Luxor is a famous tourist attraction.
- The museum is very impressive.
- Cairo has many famous landmarks.
- We enjoyed sightseeing in Egypt.
- The pyramids are ancient monuments.

2. New structure

Writing a paragraph about a famous place

Example:

Cairo is the capital of Egypt. It has many famous landmarks such as the Pyramids, the Sphinx and the Grand Egyptian Museum. Many tourists visit Cairo every year because it is one of the most interesting cities in the world.

C) Practice

1. Controlled practice

Teacher

- Explains the writing task.
- Revises the writing steps.
- Helps students organize their ideas.
- Corrects common mistakes.

Students

- Read the model paragraph.
- Complete guided writing activities.
- Answer the textbook exercises.
- Write simple sentences.

2. Free practice

Teacher

- Asks students to write about a famous place.

Students

- Write a short paragraph.
- Exchange their writing with classmates.
- Correct each other's mistakes.
- Read their paragraphs aloud.

D) Feedback and Consolidation

- What is the topic of your paragraph?
- Which famous place did you choose?
- Why is it famous?
- What can tourists see there?
- Which comparative adjective did you use?
- Which superlative adjective did you use?

E) Home Assignment

- Write a paragraph (8–10 sentences) about a famous tourist place in Egypt.
- Learn the new vocabulary.
- Revise the grammar of Unit 5.
- Solve the Workbook exercises.

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Suggested Lesson Plan
[English] Prep and Secondary Stages]

Title	Revision & Assessment	Day	Date	Class	Period
Unit	Unit 5 – Around the World				
Lesson	Session 5 (Revision & Assessment)				
Page(s)	SB Revision Pages				

1. Learning Objectives: *By the end of this lesson, students will be able to:*

- revise the vocabulary of Unit 5. .....
- revise the grammar of Unit 5. .....
- answer reading comprehension questions. .....
- use the target language accurately. .....
- evaluate their understanding of the unit. .....
- improve speaking and writing skills through revision activities. .....

2. Teaching Strategies:

Discussion – Brainstorming – Pair Work – Group Work – Revision Activities – Question & Answer

3. Resources and material needed:

Student's Book – Workbook – Whiteboard – Markers – Flashcards – Revision Worksheet

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise the main vocabulary of Unit 5.
- Review the grammar points.
- Ask students quick revision questions.
- Revise the reading passages.

B) Presentation

1. Revision Vocabulary

continent – culture – landmark – capital – population – ceremony – treasure – souvenirs – mysterious – mummies – government – bazaar – pharaohs – jewelry – statue – wonders – tourist attraction – sightseeing – monument

Examples:

- Cairo is the capital of Egypt.
- Tourists buy souvenirs at Khan El Khalili.
- The Pyramids are famous landmarks.
- The museum contains many treasures.
- Egypt has many ancient monuments.

2. Revision Structure

Comparatives and Superlatives

Examples:

- Cairo is bigger than Luxor.
- Tokyo is more organized than Marrakech.
- July is hotter than June.
- Mount Everest is the highest mountain.
- Reading is the most useful hobby.
- Computers are less expensive than laptops.

C) Practice

1. Controlled practice

Teacher

- Revises vocabulary and grammar.
- Solves textbook exercises.
- Asks comprehension questions.
- Corrects students' mistakes.

Students

- Answer revision questions.
- Complete exercises.
- Rewrite sentences.
- Match vocabulary with meanings.
- Correct mistakes.

2. Free practice

Teacher

- Divides students into groups.
- Organizes revision competitions.
- Encourages students to speak.

Students

- Ask and answer questions.
- Compare places using grammar.
- Describe famous tourist attractions.
- Present short paragraphs about Egypt.

D) Feedback and Consolidation

- What is the capital of Egypt?
- Name two famous landmarks.
- Give the comparative of beautiful.
- Give the superlative of good.
- What can tourists buy at Khan El Khalili?
- What is your favourite tourist place in Egypt? Why?

Summarize the whole unit and assess students' achievement.

E) Home Assignment

- Revise the whole unit.
- Study the vocabulary.
- Study the grammar.
- Solve the Workbook revision exercises.
- Prepare for the unit test.

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Suggested Lesson Plan

[English] Prep & Secondary Stages

Title	Young Innovators	Day	Date	Class	Period
Unit	Unit 6 – Young Innovators				
Lesson	Lesson 1 – Making Your Ideas Happen				
Page(s)	SB Pages 88 & 89				

1- Learning Objectives

By the end of the lesson, students will be able to:

- identify the main idea of the reading text.
- learn and use the new vocabulary correctly.
- understand the reading passage.
- express opinions about innovation and inventors.
- practise speaking using the target vocabulary.

2- Teaching Aids

Student's Book – Whiteboard – Markers – Flashcards – Pictures (if available)

3- Teaching Strategies

Think – Pair – Share – Discussion – Cooperative Learning – Brainstorming – Pair Work

4- Content

Vocabulary

- thought
- inventors
- brainstorm
- version
- complex
- impact
- leadership
- appreciation
- teamwork

Reading

- Reading text about turning ideas into innovative inventions.

Speaking

- Talking about innovation and the characteristics of successful innovators.

5- Procedures

a- Warm up & Revision

- Greet the students.
- Revise the previous unit briefly.
- Ask:
  - What is an inventor?
  - Can you name a famous inventor?
  - Why are inventions important?

b- Presentation

- Introduce the lesson title.
- Present the new vocabulary with meanings.
- Read the passage with students.
- Explain difficult words.
- Discuss the main idea.
- Explain the speaking activity.

c- Practice

1. Controlled Practice

- Match the new words with their meanings.
- Answer the reading comprehension questions.
- Complete the vocabulary exercises.

2. Pair Work

Student A:

- Ask about inventors.
- Ask about teamwork.
- Ask about useful inventions.

Student B:

- Answer using complete sentences.
- Exchange roles.

3. Individual Practice

Each student should:

- Read part of the passage.
- Answer one comprehension question.
- Use one new vocabulary item in a sentence.

d- Assessment

Assess students through:

- Reading
- Speaking
- Vocabulary
- Participation

Ask questions such as:

- What is the main idea of the text?
- Why is teamwork important?
- Name one quality of a successful inventor.

Observe:

- Correct pronunciation.
- Correct use of vocabulary.
- Reading fluency.
- Participation.

6- Evaluation

The lesson

- Most students achieved the lesson objectives and understood the reading text.

The students

- Most students participated actively and used the new vocabulary correctly.

The teacher

- Continue reinforcing the vocabulary and encourage students to discuss ideas confidently.

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Suggested Lesson Plan

[English] Prep and Secondary Stages

Title	Young Innovators	Day	Date	Class	Period
Unit	Unit 6 – Young Innovators				
Lesson	Lesson 2				
Page(s)	SB Pages 90 & 91				

1. Learning Objectives

By the end of this lesson, students will be able to:

- identify the main ideas of the reading text.
- understand and use the new vocabulary correctly.
- read for specific information.
- express opinions about inventions and innovation.
- answer comprehension questions accurately.
- use the target vocabulary in meaningful sentences.

2. Teaching Strategies

Discussion – Brainstorming – Pair Work – Cooperative Learning – Guided Reading – Question & Answer

3. Resources and material needed

Student's Book – Workbook – Whiteboard – Markers – Flashcards

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise Lesson 1 vocabulary.
- Ask students about famous inventions.
- Review the previous reading text.

B) Presentation

1. New vocabulary

innovation – prototype – improve – solution – experiment – engineer – invent – device – design – creative

Examples:

- Engineers design useful machines.
- Every invention starts with an idea.
- Scientists test a prototype.
- Innovation helps solve problems.
- Creative people always think differently.

2. New structure

Expressing ideas and giving opinions

Examples:

- I think this invention is useful.
- This device helps people every day.
- It is important to test new ideas.
- We should encourage innovation.
- Teamwork helps inventors succeed.

C) Practice

1. Controlled practice

Teacher

- Introduces the new vocabulary.
- Explains the reading passage.
- Reads the text with students.
- Asks comprehension questions.
- Explains difficult expressions.

Students

- Listen carefully.
- Read the passage.
- Match words with meanings.
- Complete textbook exercises.
- Answer comprehension questions.

2. Free practice

Teacher

- Asks students to discuss useful inventions.
- Encourages pair work.

Students

- Describe an invention they like.
- Explain how it helps people.
- Ask and answer questions.
- Share their ideas with the class.

D) Feedback and Consolidation

- What is the main idea of the lesson?
- Why are inventions important?
- What makes an inventor successful?
- Which invention do you like most? Why?
- How can teamwork improve ideas?

Summarize the lesson and check students' understanding.

E) Home Assignment

- Learn the new vocabulary.
- Read the lesson again.
- Answer the Student's Book questions.
- Write a short paragraph about your favourite invention.

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Suggested Lesson Plan

[English] Prep and Secondary Stages

Title	Young Innovators	Day	Date	Class	Period
Unit	Unit 6 – Young Innovators				
Lesson	Lesson 3				
Page(s)	SB Pages 92 & 93				

1. Learning Objectives

By the end of this lesson, students will be able to:

- identify and use the target grammar correctly.
- distinguish between different grammar forms.
- apply the grammar rules in speaking and writing.
- complete grammar exercises accurately.
- communicate using correct sentence structures.
- participate confidently in classroom activities.

2. Teaching Strategies

Discussion – Brainstorming – Pair Work – Cooperative Learning – Guided Practice – Question & Answer

3. Resources and material needed

Student's Book – Workbook – Whiteboard – Markers – Flashcards

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise Lesson 2 vocabulary.
- Review the previous lesson.
- Ask students simple questions using the previous grammar.

B) Presentation

1. New vocabulary

grammar – sentence – subject – verb – object – example – rule – practice – correct – complete

Examples:

- Read the sentence carefully.
- Complete the exercise.
- Write the correct answer.
- Learn the grammar rule.
- Use the new structure correctly.

2. New structure

Target Grammar (Lesson 3)

Teacher explains the grammar point step by step using examples from the Student's Book.

Examples:

- Read the model sentences.
- Explain the rule.
- Compare different sentence forms.
- Highlight common mistakes.
- Give additional examples.

C) Practice

1. Controlled practice

Teacher

- Explains the grammar rules.
- Solves examples.
- Guides students through the exercises.
- Corrects mistakes.

Students

- Read the examples.
- Complete grammar exercises.
- Rewrite sentences.
- Answer textbook questions.

2. Free practice

Teacher

- Encourages students to use the grammar in speaking.

Students

- Make their own sentences.
- Ask and answer questions.
- Work in pairs.
- Present their answers.

D) Feedback and Consolidation

- What is today's grammar point?
- Give your own example.
- Which sentence is correct? Why?
- What is the grammar rule?
- Can you use it in a sentence?

Summarize the lesson and check students' understanding.

E) Home Assignment

- Study the grammar rule.
- Complete the Workbook exercises.
- Write six sentences using the target grammar.
- Revise Lesson 3.

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Suggested Lesson Plan

[English] Prep and Secondary Stages

Title	Young Innovators	Day	Date	Class	Period
Unit	Unit 6 – Young Innovators				
Lesson	Lesson 4				
Page(s)	SB Pages 94 & 95				

1. Learning Objectives *By the end of this lesson, students will be able to:*

- write a well-organized paragraph using the unit vocabulary.
- use the target grammar correctly in writing.
- communicate ideas about innovation and inventions.
- organize ideas logically.
- express opinions confidently.
- improve writing and speaking skills.

2. Teaching Strategies

Discussion – Brainstorming – Pair Work – Cooperative Learning – Guided Writing – Question & Answer

3. Resources and material needed

Student's Book – Workbook – Whiteboard – Markers – Flashcards

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise Lesson 3 grammar.
- Review Unit 6 vocabulary.
- Ask students about useful inventions.
- Revise the previous writing task.

B) Presentation

1. New vocabulary

inventor – invention – technology – creative – useful – successful – develop – improve – idea – project

Examples:

- The inventor created a useful machine.
- Technology makes life easier.
- Every great invention starts with an idea.
- We should develop our skills.
- Creative people solve problems.

2. New structure

Writing a Paragraph

Example topics:

- My Favourite Invention.
- A Young Innovator.
- How Technology Helps Us.

Students should:

- Write a topic sentence.
- Add supporting ideas.
- Use correct grammar and vocabulary.
- End with a concluding sentence.

C) Practice

1. Controlled practice

Teacher

- Explains the writing task.
- Reviews paragraph writing steps.
- Provides a model paragraph.
- Corrects common mistakes.

Students

- Read the model.
- Complete guided writing exercises.
- Arrange sentences.
- Write simple paragraphs.

2. Free practice

Teacher

- Encourages students to write independently.

Students

- Write a paragraph about an invention.
- Exchange notebooks with a partner.
- Correct each other's work.
- Read their paragraphs aloud.

D) Feedback and Consolidation

- What is the topic of your paragraph?
- Which invention did you choose?
- Why is it useful?
- Which new vocabulary did you use?
- Which grammar rule did you apply?

Summarize the lesson and check students' understanding.

E) Home Assignment

- Write a paragraph (8–10 sentences) about a useful invention.
- Learn the new vocabulary.
- Revise Unit 6 grammar.
- Complete the Workbook exercises.

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Suggested Lesson Plan

[English] Prep and Secondary Stages

Title	Revision & Assessment	Day	Date	Class	Period
Unit	Unit 6 – Young Innovators				
Lesson	Session 5 (Revision & Assessment)				
Page(s)	Unit 6 Revision				

1. Learning Objectives *By the end of this lesson, students will be able to:*

- revise the vocabulary of Unit 6.
- revise the grammar of Unit 6.
- improve reading comprehension skills.
- use the target language correctly.
- communicate confidently about inventions and innovation.
- evaluate their achievement through revision activities.

2. Teaching Strategies

Discussion – Brainstorming – Pair Work – Cooperative Learning – Revision Activities – Question & Answer

3. Resources and material needed

Student's Book – Workbook – Whiteboard – Markers – Flashcards – Revision Worksheet

4. Steps to follow

A) Warm up and revision

- Greet the students.
- Revise Unit 6 vocabulary.
- Review the grammar points.
- Ask students quick revision questions.
- Revise the reading and writing activities.

B) Presentation

1. Revision vocabulary

inventor – invention – innovation – brainstorm – prototype – engineer – device – technology – creative – teamwork – leadership – appreciation – impact – improve – project – solution

Examples:

- Innovation helps people solve problems.
- Engineers design useful devices.
- Teamwork leads to success.
- Every invention starts with an idea.
- Creative people improve the world.

2. Revision structure

Revision of the Unit Grammar

Examples:

- Review the grammar rules.
- Complete grammar exercises.
- Rewrite sentences correctly.
- Use the target grammar in speaking and writing.
- Correct common mistakes.

C) Practice

1. Controlled practice

Teacher

- Revises vocabulary and grammar.
- Solves textbook exercises.
- Asks comprehension questions.
- Corrects students' mistakes.

Students

- Answer revision questions.
- Complete exercises.
- Rewrite sentences.
- Match vocabulary with meanings.
- Correct mistakes.

2. Free practice

Teacher

- Divides students into groups.
- Organizes revision activities.
- Encourages discussion.

Students

- Discuss useful inventions.
- Describe innovative ideas.
- Ask and answer questions.
- Present short talks about inventors and inventions.

D) Feedback and Consolidation

- What have you learned in Unit 6?
- Why are inventions important?
- What makes a successful inventor?
- Which invention has changed our lives the most?
- Which vocabulary word do you remember best?
- Can you use today's grammar correctly?

Summarize the unit and assess students' achievement.

E) Home Assignment

- Revise the whole unit.
- Study all vocabulary.
- Revise the grammar.
- Complete the Workbook revision exercises.
- Prepare for the Unit Test.

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